

Year 2 Autumn Term 1			
<p><b>Science:</b>  <b>Unit of work: Uses of Everyday Materials</b></p> <ul style="list-style-type: none"> <li>Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses – <i>go on a 'materials' walk</i></li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching - sort and record materials by grouping them. Ice experiment – <i>temperature changes – liquid, solid, gas – some reverse some don't</i></li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Comparing the uses of everyday materials in and around the school with materials found in other places (at home, on the journey to school, on visits and in stories, rhymes and songs) - <i>The Three Little Pigs</i></li> <li>Observing closely, identifying and classifying the uses of different materials – <i>label and group materials in the classroom – test a range of materials to see if they are waterproof</i></li> <li>Recording their observations</li> </ul> <p><b>Scientist: Charles Macintosh</b> (discovers waterproof materials)</p>		<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p><b>Transition activity into Year 2:</b>  <b>Self portraits:</b>  Drawing using pencils (B and HB range)  <b>Autumn and Harvest:</b>  Mark making – using a range of materials: charcoal, paint, oil pastels, pencils, rubbings  Create a template to print  <b>Artist:</b> Giuseppe Arcimbaldo</p>	
<p><b>Geography:</b>  Resource – Katie Morag and the Isle of Struay Map makers</p> <p><b>Locational knowledge</b>  name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Place knowledge</b>  understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – compare the Isle of Struay to Weare.</p> <p><b>Geographical vocabulary</b>  key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather – Create a map of the Isle of Struay (whole class display)</p> <p><b>Key human features</b>, including: city, town, village farm, house, office, port, harbour and shop – identify and compare with Weare.</p> <p><b>Geographical skills and fieldwork</b>  use simple compass directions (North, South, East and West) and locational and directional describe the location of features and routes on a map</p> <p><b>Use aerial photographs and plan perspectives</b> to recognise landmarks and basic human and physical features, devise a simple map</p>			
<p><b>R.E.</b>  <b>Resource: Understanding Christianity</b>  <b>KS1 Unit 1.2 Creation</b></p> <ul style="list-style-type: none"> <li>Who made the world?</li> <li>Making Connections (Harvest Celebration)</li> </ul>	<p><b>PSHE/RSE:</b>  Resource Jigsaw  Being me in my World</p> <ul style="list-style-type: none"> <li>Identify some hopes and fear for this year</li> </ul>	<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>Resource: eLim</li> </ul> <p><b>Active Bytes</b></p> <ul style="list-style-type: none"> <li>I tell a trusted adult when something worrying or unexpected happens when I am using a device</li> </ul>	<p><b>Music:</b>  <b>Resource: Sparkyard</b></p> <ul style="list-style-type: none"> <li>Performing rhythms and movement to a steady pulse</li> <li>Copying and creating rhythmic patterns</li> <li>To keep a steady pulse</li> <li>To listen to a rhythm and clap it back (call and response)</li> <li>To explore rests in music</li> </ul>
<p><b>French:</b>  Resource: Leon le Cameleon  I can respond to-</p> <ul style="list-style-type: none"> <li>Greetings</li> <li>Instructions</li> </ul>			

<p><b>AMV – Unit 8a - What do Christians (other religions) believe about the world?</b></p> <ul style="list-style-type: none"> <li>Christians find out what God is like and how he wants people to live from the Bible</li> <li>Key beliefs of the Bible creation story</li> <li>Christians believe God expects humans to care for His world</li> <li>Raise and suggest answers to relevant questions</li> </ul> <p><b>Lessons include:</b>  Celebrations: plan a birthday party  Festival: Harvest Song/poem for Harvest Service</p> <p><b>Christian Value:</b>  Thankfulness  Luke 17, The healing of the Lepers</p>	<ul style="list-style-type: none"> <li>Understand the rights and responsibilities for being a member of a class and school</li> <li>Listen to others and contribute ideas about rewards and consequences</li> <li>Understand using a learning charter helps us to learn</li> <li>Recognise choices may have consequences</li> </ul>	<ul style="list-style-type: none"> <li>I agree and use sensible rules to keep me safe when I use technology</li> <li>I know that not all information online is true</li> </ul> <p><b>Programming Drawing Shapes</b></p> <ul style="list-style-type: none"> <li>Draw shapes with floor robot</li> <li>Write instructions for a friend to follow</li> <li>Use web link to draw shapes</li> <li>Create shapes with logo software</li> </ul> <p><b>Multimedia My News Report</b></p> <ul style="list-style-type: none"> <li>Plan and present a news report about an animal</li> <li>Talk about how they save and retrieve the video</li> <li>Provide feedback such as ‘two stars and a wish’ as they watch each other’s videos</li> </ul>	<ul style="list-style-type: none"> <li>Colours (of the French flag)</li> </ul>
<p><b>English</b></p> <p><b>Writing:</b> Talk for Writing</p> <p><b>Resource:</b> The story of Pirate Tom (Short burst writing)</p> <p><b>Story Pattern:</b> Rags to Riches</p> <p><b>Focus:</b> Openings and ending</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Adjectives, time words, commas in lists, exclamations and question marks</li> </ul> <p><b>Non-Fiction:</b> On a Pirate Ship</p> <p><b>Focus:</b> Visit to a Treasure Island leaflet</p> <p><b>Text type:</b> Persuasive text</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Whole class reading, 1 to 1 reading.</li> <li>Reading comprehension <b>Author Focus:</b> Mairi Hedderwick</li> </ul>	<p><b>Phonics and Spelling –</b> Jolly Phonics whole class phonics teaching including:  Revision and extension of The Grammar 1 Handbook  New spelling patterns – ei, eigh, ture  Syllables  Identifying the short vowels  Spelling rules – consonant doubling and adding suffixes  Tricky word families  Silent, letters – b, c, h, k, w</p> <p><b>Grammar:</b>  Revision of elements covered in the Grammar 1 Handbook  Further adjectives – possessive, Comparatives and superlatives, Prepositions, Conjunctions, Dictionary work, Punctuation, Exclamation marks, Apostrophes  Further sentence development</p>		
<p><b>NCETM MATHS - Unit 1</b></p> <p><b>Teaching point 1:</b>  One ten is equivalent to ten ones.</p> <p><b>Teaching point 2:</b>  Multiples of ten can be represented using their names or using numerals. We can count in multiples of ten.</p> <p><b>Teaching point 3:</b>  Knowledge of the 0–10 number line can be used to estimate the position of multiples of ten on a 0–100 number line.</p> <p><b>Teaching point 4:</b>  Adding ten to a multiple of ten gives the next multiple of ten; subtracting ten from a multiple of ten gives the previous multiple of ten.</p> <p><b>Teaching point 5:</b>  Known facts for the numbers <i>within</i> ten can be used to add and subtract in multiples of ten by unitising.</p>	<p><b>Unit 3</b></p> <p><b>Teaching point 1:</b>  Addition is commutative: when the order of the addends is changed, the sum remains the same.</p> <p><b>Teaching point 2:</b>  Ten can be partitioned into pairs of numbers that sum to ten. Recall of these pairs of numbers supports calculation.</p> <p><b>Teaching point 3:</b>  Adding one gives one more; subtracting one gives one less.</p> <p><b>Teaching point 4:</b>  Consecutive numbers have a difference of one; we can use this to solve subtraction equations where the subtrahend is one less than the minuend.</p> <p><b>Teaching point 5:</b>  Adding two to an odd number gives the next odd number; adding two to an even number gives the next even number. Subtracting two from an odd number gives the previous odd number; subtracting two from an even number gives the previous even number.</p> <p><b>Teaching point 6:</b>  Consecutive odd / consecutive even numbers have a difference of two; we can use this to solve subtraction equations where the subtrahend is two less than the minuend.</p>		

Year 2 Autumn Term 2				
<p><b>Science: ( continued from Autumn 1)</b>  <b>Uses of Everyday Materials</b></p> <ul style="list-style-type: none"> <li>Ice experiment – temperature changes – liquid, solid, gas – some reverse some don't</li> </ul> <p><b>Working Scientifically</b> –Comparing the uses of everyday materials in and around the school with materials found in other places (at home, on the journey to school, on visits and in stories, rhymes and songs) - <i>The Three Little Pigs</i></p> <ul style="list-style-type: none"> <li>Observing closely, identifying and classifying the uses of different materials – <i>label and group materials in the classroom</i> – <i>test a range of materials to see if they are waterproof</i></li> <li>Recording their observations</li> </ul>		<p><b>DT - Design:</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, computing</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks (e.g cutting, shaping, joining and finishing)</li> <li>Select from and use a wide range of materials and components, incl. construction materials, textiles and ingredients according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical Knowledge:</b></p> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products</li> </ul> <p><b>Cooking and Nutrition:</b></p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>Understand where food comes from</li> </ul> <p><b>Items:</b>  Wind up mechanisms (link to Music)  How to get a bucket of water to the top of a Fire of London model house? (link to History)  Clay tea light holder (R.E)  Cooking Bake Swedish Christmas biscuits (link to R.E.)</p>		<p><b>Music:</b>  <b>Resource: Sparkyard</b></p> <ul style="list-style-type: none"> <li>Copying and creating rhythmic patterns</li> <li>Combining rhythmic patterns</li> <li>Representing rhythmic patterns</li> </ul> <p>In addition:  Christmas production  Script, Rehearsal CD, props, lighting, sound equipment, costumes, live music</p>
<p><b>History: What lessons have we learnt from the Great Fire of London?</b></p> <ul style="list-style-type: none"> <li>Study events beyond living memory that are significant nationally or globally.</li> <li>In this unit the focus is on the Great Fire of London.</li> <li>Know where London is.</li> <li>Know that a great fire engulfed London in the past.</li> <li>Know that they found it difficult to control the fire.</li> <li>Know that much of what we know about the fire comes from the diary of Samuel Pepys.</li> <li>Know how firefighting equipment has changed over the years.</li> </ul> <p><b>Timelines, Chronology, Evidence base, Interpretation and significance:</b></p> <ul style="list-style-type: none"> <li>Know that a timeline can help them understand the time period they are studying, e.g., the Great Fire of London</li> <li>Order a few events and different artefacts from the recent past.</li> <li>Use the following words to show the passing of time: old, new, earliest, latest, past, present, future, new, newest, oldest, modern, before, after</li> <li>Begin to understand that some evidence, such as word of mouth, may not accurately reflect what happened in the past</li> <li>Point out a few similarities and differences between ways of life at different times and what we have learnt</li> </ul>				
<p><b>R.E.</b>  <b>Resource: Understanding Christianity</b>  <b>KS1 Unit 1.3 Incarnation:</b></p>	<p><b>PSHE/RSE:</b>  Resource – Jigsaw  <b>Celebrating difference</b></p>	<p><b>Computing:</b>  Resource - eLim  <b>Active Bytes:</b></p>	<p><b>French:</b>  <b>Resource: Leon Le</b>  <b>Cameleon song</b></p>	

<ul style="list-style-type: none"> <li>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</li> <li>Recognise that stories of Jesus' life come from the Gospels.</li> <li>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</li> </ul> <p><b>Statutory Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand Advent is when Christians get ready for Christmas</li> <li>Recall and order Bible stories associated with Jesus birth</li> <li>Raise and suggest answers to relevant questions</li> </ul> <p><b>Christian Value:</b> Kindness and Compassion  Story: 'The kind stranger' (good Samaritan) in NT page 104, Matthew 9 or Mark 6 or Luke 9.</p>	<ul style="list-style-type: none"> <li>Start to understand that sometimes people make assumptions about stereotypes – boys and girls</li> <li>Understand that bullying is sometimes about difference</li> <li>Recognise what is right and wrong and know how to look after oneself</li> <li>Understand that it is okay to be different from people and to be friends with them</li> <li>Recognise differences</li> </ul>	<ul style="list-style-type: none"> <li>I talk about why it is important to be kind and polite online and in real life</li> <li>Before I use a device, I talk to a trust adult about how I will keep myself safe</li> </ul> <p><b>Handling Data: Sorting My Animals</b></p> <ul style="list-style-type: none"> <li>Use online branching database to identify animals</li> <li>Make a decision tree</li> <li>Make a block graph of animals in different habitats</li> </ul>	<p>The aim is to build up vocabulary slowly and carefully so children will eventually be able to sing the whole song.</p> <ul style="list-style-type: none"> <li>Listen for specific words and phrases in a song</li> <li>Listen to a song by joining in and responding</li> <li>Take part in a song using the colour words I have learnt.</li> <li>Explore the patterns and sounds of language through a song</li> </ul>
<p><b>English: Writing: Talk for Writing</b>  <b>Resource:</b> Jack and the Bean Stalk (Short burst writing)  <b>Story Pattern:</b> Defeat the Monster  <b>Focus:</b> Character  <b>Grammar:</b> Noun phrases, Suffixes verbs ending with – ing, and ed, Adjectives - commas in lists  <b>Non-Fiction: Resource:</b> Should Jack be Punished?  <b>Focus:</b> Discussion  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Whole class reading, 1 to 1 reading.</li> <li>Reading comprehension</li> </ul>		<p><b>Phonics and Spelling</b> – Jolly Phonics whole class phonics teaching including:  Revision and extension of The Grammar 1 Handbook  New spelling patterns – ei, eigh, ture  Syllables  Identifying the short vowels  Spelling rules – consonant doubling and adding suffixes  Tricky word families  Silent, letters – b, c, h, k, w  <b>Grammar:</b> Revision of elements covered in the Grammar 1 Handbook  Further adjectives – possessive, Comparatives and superlatives, Prepositions, Conjunctions, Dictionary work, Punctuation, Exclamation marks, Apostrophes  Further sentence development</p>	
<p><b>NCETM MATHS – Unit 2</b>  <b>Teaching point 1:</b>  Addition of three addends can be described by an aggregation story with three parts.  <b>Teaching point 2:</b>  Addition of three addends can be described by an augmentation story with a <i>first..., then..., then..., now...</i> structure.  <b>Teaching point 3:</b>  The order in which addends (parts) are added or grouped does not change the sum (associative and commutative laws).  <b>Teaching point 4:</b>  When we are adding three numbers, we choose the most efficient order in which to add them, including identifying two addends that make ten (combining).  <b>Teaching point 5:</b>  We can add two numbers which bridge the tens boundary by using a 'make ten' strategy.  <b>Teaching point 6:</b>  We can subtract across the tens boundary by subtracting <i>through</i> ten or subtracting <i>from</i> ten.</p>	<p><b>Unit 4</b>  <b>Teaching point 1:</b>  Knowledge of the number line, and quantity values of numbers, can be applied to add/subtract one to/from a given two-digit number.  <b>Teaching point 2:</b>  Known facts for the numbers <i>within</i> ten can be applied to addition/subtraction of a single-digit number to/from a two-digit number.  <b>Teaching point 3:</b>  Knowledge of numbers which sum to ten can be applied to the addition of a single-digit number and two-digit number that sum to a multiple of ten, or subtraction of a single-digit number from a multiple of ten.  <b>Teaching point 4:</b>  Known strategies for addition or subtraction bridging ten can be applied to addition or subtraction bridging a multiple of ten.</p>	<p><b>Unit 8</b>  <b>Teaching point 1:</b>  Known strategies can be combined to add two multiples of ten to two single-digit numbers.  <b>Teaching point 2:</b>  Two two-digit numbers can be added by partitioning one or both of them into tens and ones.</p>	

Year Spring Term 1			
<p><b>Science: Plants</b></p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats Watch them grow and journal their growth - <i>cress seeds, tulip bulbs and cuttings</i></li> <li>• Observe and identify microhabitats – <i>make and earth wormery</i></li> <li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul> <p><b>Working Scientifically</b>  <b>We are environmental scientists</b></p> <ul style="list-style-type: none"> <li>• observe and record the growth of plants as they change over time <i>from a seed or bulb</i></li> <li>• observe similar plants at different stages of growth</li> </ul> <p>set comparative test to show plants need light and water to stay</p>	<p><b>Art:</b>  <b>Artist Focus: Georges Seurat (pointillism)</b>  to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> <p><b>Facial expressions:</b></p> <ul style="list-style-type: none"> <li>• We will explore the colour wheel and mixing of 2 colours to create a new colour</li> <li>• Investigate the drawings of Oliver Jeffers (emotions and faces)</li> <li>• Using Clay to create African masks showing facial expressions.</li> <li>• (link to Geog</li> <li>• Mark making – pointillism African animal silhouettes</li> </ul>	<p><b>Music:</b>  <b>Resource:</b> Sparkyard</p> <ul style="list-style-type: none"> <li>• Recognizing and exploring musical mood</li> <li>• Choosing sounds to match a character, mood or theme</li> </ul>	
<p><b>Geography: How would my life be different if I lived in Kenya?</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences by studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.</li> <li>• Name and locate the world’s seven continents and five oceans. Know the names of and locate the seven continents of the world</li> <li>• Know the names of and locate the five oceans of the world</li> <li>• Know the main differences between the climate and features of a place in England and that of a small place in a non-European country</li> <li>• Know how human and physical features often depend on the climate of a place.</li> </ul> <p><b>Map work, Field work, data collecting:</b></p> <ul style="list-style-type: none"> <li>• Use world maps with a compass to work out which continents are to the north, south, east and west of the UK, etc. Use their own basic symbols to create a key.</li> <li>• Create a sketch map of a location studied using labels. Present geographical data using a tally chart, pictogram, block diagrams and simple tables.</li> <li>• Know how important data collected is according to who collected it and when it was collected.</li> </ul>	<p><b>Computing:</b>  Resource -eLim  <b>Active Bytes:</b></p> <ul style="list-style-type: none"> <li>• I know that not everyone is who they say they are online</li> <li>• I explain why I need to keep my passwords and personal information private</li> </ul>	<p><b>French:</b></p> <ul style="list-style-type: none"> <li>• I can say and respond to greetings and to: <i>Comment tu t’appelles?</i></li> <li>• I can respond to instructions in French</li> <li>• I can sing a traditional French song</li> </ul>	
<p><b>R.E.</b>  <b>Resource: Understanding Christianity</b>  <b>KS1 Unit 1.5</b></p> <ul style="list-style-type: none"> <li>• Reflect on the places that are special to them and a church building and what is inside that is special to Christians.</li> <li>• Look at the Church building and worship in the Christian Church. What do these things say about what is important to Christians?</li> </ul>	<p><b>PSHE/RSE:</b>  Resource – Jigsaw  <b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Choose a realistic goal and think about how to achieve it</li> <li>• Persevere even when things are difficult</li> </ul>		

<ul style="list-style-type: none"> <li>Learn about Jesus by reading about what the Bible says - there are lots of stories</li> <li>Visit to our local church to look at the various elements with a focus on the baptismal font.</li> </ul> <p><b>AMV Unit: 1.6</b>  <b>Judaism Statutory Objectives: – The Torah</b></p> <ul style="list-style-type: none"> <li>Know what Torah is and what it means</li> <li>Why is the Torah special</li> <li>How do Jews show it is special?</li> <li>Basic details of Shabbat</li> <li>Raise and suggest answers to relevant question</li> </ul> <p><b>Christian Value: Respect 'The kind stranger'</b> (good Samaritan) in NT page 104, Matthew 9 or Mark 6 or Luke 9.</p>	<ul style="list-style-type: none"> <li>Work well in a group - turn taking</li> </ul>	<ul style="list-style-type: none"> <li>I tell a trusted adult when something worrying or unexpected happens when I am using a device</li> </ul> <p><b>Technology in my life</b></p> <ul style="list-style-type: none"> <li>Think about the technology they use every day</li> <li>Present the technology as a timeline, showing when they would use it</li> <li>Talk about the benefits of using technology</li> <li>Look at a map of a town and talk about the different technologies that are used in different places</li> <li>Talk about the technologies that are used most often</li> </ul>	<ul style="list-style-type: none"> <li>I can say the colours of the French flag</li> <li>I can locate France on a map and learn about the location of Paris.</li> <li>I can learn some interesting things about France</li> </ul>
<p><b>English:</b>  <b>Writing:</b> Talk for writing  <b>Resource:</b> The Papaya that Spoke (Short burst writing)  <b>Story Pattern:</b> Journey Tale  <b>Focus:</b> Dialogue  <b>Non-Fiction:</b> Mama Panya's pancakes  <b>Focus:</b> Recount in the form of a diary  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Whole class reading, 1 to 1 reading.</li> <li>Reading Comprehension</li> </ul> <p><b>Author Focus: Atinuke</b></p>		<p><b>Phonics and Spelling – Jolly Phonics</b> whole class phonics teaching including:  Revision and extension of The Grammar 1 Handbook  New spelling patterns – ei, eigh, ture  Syllables  Identifying the short vowels  Spelling rules – consonant doubling and adding suffixes  Tricky word families  Silent, letters – b, c, h, k, w  <b>Grammar:</b> Revision of elements covered in the Grammar 1 Handbook  Further adjectives – possessive, Comparatives and superlatives, Prepositions, Conjunctions, Dictionary work, Punctuation, Exclamation marks, Apostrophes  Further sentence development</p>	
<p><b>MATHS NCETM Unit 5 Multiplicaiton</b></p> <p><b>Teaching point 2:</b>  When describing equally grouped objects, the number of groups and the size of the groups must both be defined.</p> <p><b>Teaching point 3:</b>  Equal groups can be represented with a repeated addition expression.</p> <p><b>Teaching point 4:</b>  Equal groups can be represented with a multiplication expression.</p> <p><b>Teaching point 5:</b>  Multiplication expressions can be written for cases where the groups each contain zero items, and for cases where the groups each contain one item.</p>			

Year Spring Term 2			
<p><b>Science: Unit of work: Living things and their Habitats</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead and things that have never been alive.</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</li> <li>Identify and name a variety of plants and animals in their habitats including micro-habitats.</li> <li>Describe how animals obtain their food from plants and other animals, <i>using the idea of a simple food chain, and identify and name different sources of food.</i></li> </ul> <p><b>Working Scientifically</b> Micro habitats <b>Scientist: British Science week: environment scientists</b></p> <ul style="list-style-type: none"> <li>Sort and classify things according to whether they are dead, alive, or were never alive</li> <li>Search micro habitats around school. <i>Compare different conditions under log and in a wall. What creatures do they find in these places?</i></li> <li>Observe changes across the four seasons (<i>Winter</i>)</li> <li>Create simple food chains from specific habitats as a whole class; individually and independently</li> </ul> <p><b>Scientist – Rachel Carson</b></p>	<p><b>D.T.:</b></p> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, computing</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks (e.g cutting, shaping, joining and finishing)</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul>	<p><b>Music:</b></p> <p><b>Resource:</b> Sparkyard</p> <ul style="list-style-type: none"> <li>Sequencing and combining sounds to tell stories and create effects</li> <li>Creating and performing soundscapes</li> </ul>	
<p><b>History: Who are the famous people who have made an impact on the world?</b></p> <p>Florence Nightingale (how she changed nursing) and Mary Seacole</p> <p>Discuss who she was and what the word <b>FAMOUS</b> means.</p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, theses should be used to reveal aspects of change in national life</li> <li>Events beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievement. Some should be used to compare aspects of life in different periods.</li> </ul> <p><b>Timeline, Chronology, Evidence, Interpretation and Significance</b></p> <ul style="list-style-type: none"> <li>Know that a timeline can help them understand the time period they are studying</li> <li>Order a few events and different artefacts from the recent past</li> <li>Recognise what is a reliable piece of information and what is not, e.g., photograph vs word of mouth</li> <li>Florence’s and Mary Seacole’s timeline Compare Florence’s life to Mary Seacole and the impact they both had on nursing today</li> <li>Comparing nursing today with the past (visit from a local nurse)</li> </ul>	<p><b>Design a coat looking at symmetry and colour patterns. (Joseph’s coat)</b></p> <p>Introduce the topic designing a coat of many colours, look at examples of designs, create own design, use material and coloured felt to make and sew coat</p>		
<p><b>Resource: Understanding Christianity</b> <b>KS1 Unit 1.5 Salvation (Easter)</b></p>	<p><b>PSHE/RSE:</b> Resource: Jigsaw <b>Healthy Me</b></p>	<p><b>Computing:</b> Resource - eLim <b>Active Bytes:</b></p>	<p><b>French:</b> Resources: Barnaby Bear visits Paris</p>



<ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</li> <li>Use the image of the labyrinth to create the journey of the Easter story.</li> <li>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas</li> </ul> <p><b>Statutory Objectives:</b></p> <ul style="list-style-type: none"> <li>Know Bible is Old and New Testament</li> <li>Recall and sequence last eight days of Jesus life</li> <li>Understand Christians believe because Jesus died they can be forgiven by God</li> <li>Understand Christians believe Jesus rose from dead giving hope of new life.</li> </ul> <p><b>Christian Value: Forgiveness - The prodigal son:</b> <a href="#">'The Big Spender'</a>, page 120, NT, from Luke 15 (prodigal Son)</p>	<ul style="list-style-type: none"> <li>Know what is needed to keep my body healthy</li> <li>Say, show and know what makes me feel relaxed and some things that make me feel stressed</li> <li>Understand how medicines work in my body and using them safely</li> <li>Sort food in food groups and know which foods are needed to stay healthy</li> <li>Make healthy snacks and explain why they are good for my body</li> <li>Decide which foods give the body energy</li> </ul>	<ul style="list-style-type: none"> <li>I am careful about the icons I click or tap when I use technology devices</li> <li>I identify some possible risks to devices</li> <li>I discuss with an adult how I will keep myself safe before I use a device</li> <li>I tell a trusted adult when something worrying or unexpected happens when I am using a device</li> </ul> <p><b>Handling Data Sorting My Birds</b></p> <ul style="list-style-type: none"> <li>Investigate and sort bird pictures</li> <li>Talk about types of data and how it can be collected</li> <li>Make a decision tree</li> <li>Generate questions</li> <li>Collect, record &amp; present data</li> <li>Compare different ways to present information</li> </ul>	<p>Leon le cameleon</p> <ul style="list-style-type: none"> <li>I can learn about a famous Paris landmark.</li> <li>I know the name of a famous French story</li> <li>I can recognise some familiar words in written form</li> <li>I can explore the patterns and sounds of language through a song</li> </ul>
<p><b>English: Writing:</b> Talk for writing  <b>Resource:</b> <i>Kassim and the Greedy Dragon</i> (Short burst writing)  <b>Story Pattern:</b> Warning tale  <b>Focus:</b> Suspense  <b>Non-Fiction: Resource: Instructions</b> by Neil Gaiman  <b>Focus:</b> Instructions  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Whole class reading, 1 to 1 reading.</li> <li>Reading Comprehension</li> </ul> <p>Author Focus: Oliver Jeffers</p>	<p><b>Phonics and Spelling</b> – Jolly Phonics whole class phonics teaching including:  Revision and extension of The Grammar 1 Handbook  New spelling patterns – ei, eigh, ture  Syllables  Identifying the short vowels  Spelling rules – consonant doubling and adding suffixes  Tricky word families  Silent, letters – b, c, h, k, w  <b>Grammar:</b> Revision of elements covered in the Grammar 1 Handbook  Further adjectives – possessive, Comparatives and superlatives, Prepositions, Conjunctions, Dictionary work, Punctuation, Exclamation marks, Apostrophes  Further sentence development</p>		
<p><b>NCETM Maths Unit 6 Intro to division</b></p> <p><b>Teaching point 1:</b>  Objects can be grouped equally, sometimes with a remainder.</p> <p><b>Teaching point 2:</b>  Division equations can be used to represent 'grouping' problems, where the total quantity (dividend) and the group size (divisor) are known; the number of groups (quotient) can be calculated by skip counting in the divisor. (quotitive division)</p> <p><b>Teaching point 3:</b>  Division equations can be used to represent 'sharing' problems, where the total quantity (dividend) and the number we are sharing between (divisor) are known; the size of the shares (quotient) can be calculated by skip counting in the divisor. (partitive division)</p> <p><b>Teaching point 4:</b>  Strategies for finding the quotient, that are more efficient than skip counting, include using known multiplication facts and, when the divisor is two, using known halving facts.</p>	<p><b>Unit 13 Doubling and halving</b></p> <p><b>Teaching point 1:</b>  The same multiplication equation can have two different grouping interpretations. Problems about two/five/ten equal groups can be solved using facts from the two/five/ten times table. (commutativity)</p> <p><b>Teaching point 2:</b>  If two is a factor, knowledge of doubling facts can be used to find the product; problems about doubling can be solved using facts from the two times table.</p> <p><b>Teaching point 3:</b>  Halving is the inverse of doubling; problems about halving can be solved using facts from the two times table and known doubling facts.</p> <p><b>Teaching point 4:</b>  Products in the ten times table are double the products in the five times table; products in the five times table are half of the products in the ten times table.</p>		



Year Summer Term 1			
<p><b>Science:</b>  <b>Unit of work: Animals including Humans</b></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults - <i>Observing the growth of Tadpoles</i></li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)- (link to Geography and Literacy) - <i>We are marine biologists finding information about coral reefs and what endangers them. Visit to Brisol Aquarium</i></li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.- <i>healthy eating explore what is healthy for growth</i></li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>observing through video or first hand, observations and measure how different animals, including humans, grow <i>Observing the growth of Tadpoles</i></li> <li>ask questions about what things animals need for survival and what humans need to stay healthy</li> <li>suggest ways to find answer to their questions</li> </ul> <p><b>Scientist: Marine Biologists</b> – What do they do? <a href="https://www.youtube.com/watch?v=FxNO6ZUNLLk">https://www.youtube.com/watch?v=FxNO6ZUNLLk</a></p>	<p><b>Art:</b>  <b>Study of seascapes.</b>  <b>Artist Focus: J.M.W. Turner</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> <p><b>Learn watercolour techniques and create a seascape including collage</b></p> <ul style="list-style-type: none"> <li>Use a range of techniques to give texture and effect to watercolour work</li> <li>The sea -mixing of colours and use A5 to experiment.</li> <li>Paint a sailing ship. Look at photos and paintings:</li> <li>Complete our collages pasting the sea and then cutting out our ships for the collage.</li> <li>Class exhibition (invite parents) demonstrate techniques used</li> </ul>	<p><b>Music:</b>  <b>Resource: Sparkyard</b></p> <ul style="list-style-type: none"> <li>Identifying and describing changes in pitch</li> <li>Copying pitch patterns</li> <li>Creating and notating simple melodies</li> </ul>	<p><b>Geography: Why do we like to be beside the seaside?</b></p> <ul style="list-style-type: none"> <li>The World, the United Kingdom and their locality</li> <li>seasonal and daily weather patterns in the United Kingdom</li> <li>key physical features, including beach, cliff, coast, sea, ocean, weather and season</li> <li>key human features, including harbour</li> <li>The use of maps to locate places</li> <li>Know the names of the four countries that make up the UK</li> <li>Know the names of the three main seas that surround the UK</li> <li>Know some of the characteristics associated with a coastal place in comparison to where they live</li> <li>Know about the key physical and human features of a coastal place</li> <li>Identify the following physical features: mountain, island, river, cliff, harbour, port and beach</li> </ul> <p><b>Mapwork, Field Work and Data:</b></p> <ul style="list-style-type: none"> <li>Use world maps with a compass to work out which continents are to the north, south, east and west of the UK, etc. Use their own basic symbols to create a key.</li> <li>Create a sketch map of a location studied using labels.</li> <li>Present geographical data using a tally chart, pictogram, block diagrams and simple tables.</li> <li>Know how important data collected is according to who collected it and when it was collected.</li> </ul>
<p><b>Resource: Understanding Christianity</b>  <b>KS1 Unit 1.4 Agape – Gospel</b></p> <ul style="list-style-type: none"> <li>Parable - MATTHEW 13:45–46: A PEARL OF GREAT PRICE</li> <li>Explore prayer and what Christians might pray for.</li> </ul>	<p><b>PSHE/RSE:</b>  Resource: Jigsaw  <b>Relationships:</b></p>	<p><b>Computing:</b>  Resource - eLim  <b>Active Bytes:</b></p>	<p><b>French:</b>  Consolidation of all learnt so far including changing the Leon le Cameleon song to</p>

<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</li> </ul> <p><b>Statutory Objectives:</b></p> <ul style="list-style-type: none"> <li>Jesus taught people should be loving, kind and forgiving because this is what God is like.</li> <li>Recall story of Unmerciful Servant linking it to forgiveness in Lord's prayer.</li> <li>Reflect on implications of this story for Christians today.</li> <li>Raise and suggest answers to relevant questions</li> </ul> <p><b>Christian Value: Responsibility</b>  <u>The Secret Baby</u>, OT, page 28, from Exodus 1-2 (Moses in bullrushes, Sister is watching and responsible)</p>	<ul style="list-style-type: none"> <li>Identify the different members of my family and understand my relationship with each one and know why it is important to share and co-operate</li> <li>Understand that there are lots of forms of physical contact some acceptable and some is not</li> <li>Identify some things that cause conflict with my friends</li> <li>Understand when it is good or not good to keep a secret</li> <li>Recognise and appreciate people who can help me in my family, school and community</li> </ul>	<ul style="list-style-type: none"> <li>I describe the things I enjoy about age appropriate apps, games and websites I am guided to use</li> </ul> <p><b>Multimedia Present My Information</b></p> <ul style="list-style-type: none"> <li>Explore ways in which we can present information</li> <li>Present information we have researched</li> <li>Develop key board skills</li> <li>Share the information with others using a class blog, school website, etc</li> </ul>	<p>our own animals, food, colours.</p>
<p><b>English:</b> Writing – Talk for Writing  <b>Resource:</b> Beegu (Short burst writing)  <b>Story Pattern:</b> Journey Story  <b>Focus:</b> Setting  <b>Non-Fiction: Resource</b> - The Coral Reef (link to Geog)  <b>Focus:</b> Persuasive poster, Grammar and spelling  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Whole class reading, 1 to 1 reading.</li> <li>Reading Comprehension</li> </ul> <p><b>Author Focus:</b></p>	<p><b>Phonics and Spelling</b> – Jolly Phonics whole class phonics teaching including:  Revision and extension of The Grammar 1 Handbook  New spelling patterns – ei, eigh, ture  Syllables  Identifying the short vowels  Spelling rules – consonant doubling and adding suffixes  Tricky word families  Silent, letters – b, c, h, k, w  <b>Grammar:</b> Revision of elements covered in the Grammar 1 Handbook  Further adjectives – possessive, Comparatives and superlatives, Prepositions, Conjunctions, Dictionary work, Punctuation, Exclamation marks, Apostrophes  Further sentence development</p>		
<p><b>Maths: NCETM Unit 10 Fractions</b>  recognise, find and name a half as one of two equal parts of an object, shape or quantity (Y1)  recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (Y1)  recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity (Y2)  write simple fractions, for example <math>\frac{1}{2}</math> of 6 = 3, and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math> (Y2).</p>	<p><b>Unit 7 Shape</b>  Identify similar shapes.  Describe and compare angles.  Draw polygons by joining marked points Identify parallel and perpendicular sides.  Identify regular polygons Find the perimeter of regular and irregular polygons.  Compare areas and calculate the area of rectangles (including squares) using standard units.  Compare areas and calculate the area of rectangles (including squares) using standard units.</p>	<p><b>Unit 11 Time</b>  Compare and sequence intervals of time  Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times  Know the number of minutes in an hour and the number of hours in a day.</p>	

Year Summer Term 2				
<p><b>Science:</b>  <b>Unit of work: Animals including humans (cont'd)</b></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults – <i>sequence growth from baby to an adult, life cycle of a butterfly</i></li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)- (link to Geography and Literacy) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. – <i>link to PSHE</i></li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>observing through video or first hand, observations and measure how different animals, including humans, grow ask questions about what things animals need for survival and what humans need to stay healthy <i>life cycle of a butterfly</i></li> <li>suggest ways to find answer to their questions <i>experiment and observe changes through exercise</i></li> </ul>		<p><b>D.T:</b>  <b>Design:</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, computing</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks (e.g cutting, shaping, joining and finishing)</li> <li>Select from and use a wide range of materials and components, incl. construction materials, textiles and ingredients according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical Knowledge:</b></p> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products</li> </ul> <p><b>Items: (link to Geography and History)</b></p> <ul style="list-style-type: none"> <li>To design and make a boat that will travel quickly, in a straight line and carrying a load.</li> <li>To create a placemat using cross stitch (to be done alongside our other activities over the following weeks)</li> </ul>		<p><b>Music:</b>  <b>Resource:</b> Sparkyard</p> <ul style="list-style-type: none"> <li>Creating and notating simple melodies</li> <li>Performing simple musical accompaniments and preparing for performance</li> </ul>
<p><b>History: (continued from Geography topic) – Holidays at the Seaside in the Past</b></p> <ul style="list-style-type: none"> <li>Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life comparison on the holidays at seaside over time: 1900, 1950, today</li> <li>Significant historical events, people and places in their own locality – travel over time, identify similarities and differences between ways of life in different periods, clothing, activities.</li> </ul>				
<p><b>R.E. AMV Humanism</b>  <b>Lesson 1. and 2.</b>  Learn what atheists and agnostics are, and how they might celebrate life events  <b>Statutory Objectives:</b></p> <ul style="list-style-type: none"> <li>Be familiar with the terms 'Humanist' and 'atheist'.</li> <li>Know that of utmost importance for a Humanist is what human beings have achieved and can achieve as individuals and</li> </ul>	<p><b>PSHE/RSE:</b>  Resource – Jigsaw  <b>Changing Me</b></p> <ul style="list-style-type: none"> <li>Recognise cycles of life in nature</li> <li>Tell about the natural process of growing from young to old and understand that this happens to everyone</li> <li>Recognise how my body has changed from a baby on the continuum from young to old</li> </ul>	<p><b>Computing:</b>  Resource - eLim  <b>Active Bytes:</b></p> <ul style="list-style-type: none"> <li>I take a break when I have been using a device for too long</li> <li>I do a range of other activities when I am not using devices</li> </ul> <p><b>TIOL Do I Trust My Internet Search?</b></p> <ul style="list-style-type: none"> <li>Think about 'What is the internet?'</li> </ul>	<p><b>French:</b>  Consolidation of all learnt so far including changing the Leon le Cameleon song to our own animals, food, colours.</p>	

<p>together to improve life for everyone and look after the world.</p> <ul style="list-style-type: none"> <li>• Know that many Humanists are ‘atheists’; they do not believe in a deity or deities.</li> <li>• Recognise the ‘happy human’ logo</li> <li>• Know how a Humanist family might celebrate the birth of a child and/or the naming of a baby.</li> </ul> <p><b>Christian Value: Responsibility</b> <b>Jonah and the Whale</b></p>	<ul style="list-style-type: none"> <li>• Recognise physical differences between boys and girls, use the correct name for body parts and appreciate that some parts of my body are private</li> <li>• Understand there are different types of touch and can say which ones I like and don’t like.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the validity of Tomato Spider website</li> <li>• Consider where the information on school website comes from</li> <li>• Make own creature and information on a ‘website’</li> </ul>	
<p><b>English: Writing – Talk for Writing</b> <b>Resource:</b> The Day the Crayons Quit (Short burst writing) <b>Story Pattern:</b> Letter writing using persuasion <b>Focus:</b> dialogue</p> <p><b>Non-Fiction:</b> Why do we need Lighthouses? <b>Resource:</b> The Lighthouse Keepers Lunch <b>Focus:</b> Explanation <b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Whole class reading, 1 to 1 reading.</li> <li>• Reading Comprehension</li> </ul> <p><b>Author Focus: Oliver Jeffers</b></p>	<p><b>Phonics and Spelling –</b> Jolly Phonics whole class phonics teaching including: Revision and extension of The Grammar 1 Handbook New spelling patterns – ei, eigh, ture Syllables Identifying the short vowels Spelling rules – consonant doubling and adding suffixes Tricky word families Silent, letters – b, c, h, k, w <b>Grammar:</b> Revision of elements covered in the Grammar 1 Handbook Further adjectives – possessive, Comparatives and superlatives, Prepositions, Conjunctions, Dictionary work, Punctuation, Exclamation marks, Apostrophes Further sentence development</p>		
<p><b>Maths: NCETM Unit 9 Money</b> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>	<p><b>Unit 12 Position and direction</b> Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>	<p><b>Unit 14</b> <b>Measure:</b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and = .</p>	

## **Geography: Mexico**

### **Locational Knowledge**

- Name and locate the world's seven continents and five oceans – learn oceans and continents songs.

### **Geographical vocabulary**

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather – identify and compare between England and Mexico – earthquakes and volcanoes Mexico City and the village of Tocuaro, taste Mexican food

### **Key human and physical geography**

- identify seasonal and daily weather patterns in the UK and the location of hot areas in the world in relation to the Equator and the North and South poles. Visit Mexico with Barnaby Bear and meet the Hoarta family

### **Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the UK and its countries, as well as, countries, continents and oceans

use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features and routes on a map